Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Context of Observation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Group Participants \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Receptive Language (Listening) Checklist**

**First-Third Grades**

This checklist is used to record the teacher’s observations of what students know and are able to do

using receptive language skills for varying purposes. These categories for listening may be used to

identify a child’s ability to receive, attend to, interpret, and respond appropriately to the purpose of

the sender.

**Appreciative Listening**

\_\_\_ Pays attention to context and style

\_\_\_ Responds visibly to color, sound, language and rhythm

\_\_\_ Identifies with message of the sender

\_\_\_ Relaxes

**Empathic Listening**

\_\_\_ Lets sender do the talking

\_\_\_ Lets sender know s/he cares

\_\_\_ Shows interest

\_\_\_ Asks open-ended questions

**Comprehensive Listening**

\_\_\_ Elaborates on what has been said

\_\_\_ Asks for clarification of sender’s intended message

\_\_\_ Brings up related issues

\_\_\_ Summarizes

\_\_\_ Explains message to others in own words

\_\_\_ Relates message to personal experience

\_\_\_ Understands relationship among ideas

\_\_\_ Listens for main idea and supporting details

**Discerning Listening**

\_\_\_ Determines the main message

\_\_\_ Sorts out details

\_\_\_ Decides what’s important

\_\_\_ Makes sure nothing’s missed

\_\_\_ Takes notes

\_\_\_ Asks for clarification

\_\_\_ Concentrates

\_\_\_ Eliminates distraction

\_\_\_ Repeats to confirm accuracy

**Evaluative Listening**

\_\_\_ Relates what is heard to personal beliefs

\_\_\_ Questions sender’s motives

\_\_\_ Listens for factual support of message

\_\_\_ Accepts or rejects message

\_\_\_ Actively agrees or disagrees with message

\_\_\_ Responds selectively

\_\_\_ Expresses skepticism

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